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ABSTRACT

A study collected data on teachers' perceptions of J. A. Banks' (1981) typology of ethnic identity development in relation to classroom instruction and their conceptualizations of related curriculum for literacy instruction as it evolved from a lesson bank exchange. Data collection also included a survey instrument to determine the extent to which pre- and inservice teachers, administrators, counselors, and other education professionals and volunteers were familiar with Banks' typology. A total of 615 respondents completed an 11-item survey. Responses to the survey substantiate a need for further dissemination of information on Banks' theory of ethnic identity development and curriculum goals to enhance teachers' multicultural literacy and competence for instruction that is sensitive to issues of ethnic, racial, and cultural diversity rather than celebratory aspects. Participants initially engaged in the lesson bank exchange were eight teachers of pre-school through high school grades. Data collection for the lesson bank exchange experience included the use of individual interviews with participating teachers, transcripts of focus group discussions with participating teachers, and the exchange of lesson plans and feedback developed by the teachers, as well as teacher reports on student responses to lessons that were implemented. Of the eight teachers who were initially engaged in the lesson bank exchange, three were able to continue with the project to its completion and each demonstrated, in a variety of ways, their evolving perceptions of Banks' typology as having the potential to enhance ethnic identity development and multicultural competence. (Contains 31 references, and 2 tables and 1 figure of data.) (Author/RS)

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The Effects of Instructional Interaction Guided by a Typology of Ethnic Identity Development: Teachers' Perceptions of Theory and Their Conceptualizations of Related Practice: Phase Two

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Winter 1997

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Louise M. Tomlinson
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The National Reading Research Center (NRRC) is funded by the Office of Educational Research and Improvement of the U.S. Department of Education to conduct research on reading and reading instruction. The NRRC is operated by a consortium of the University of Georgia and the University of Maryland College Park in collaboration with researchers at several institutions nationwide.

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Louise M. Tomlinson is a former Assistant Professor in the Division of Academic Assistance at the University of Georgia and a principal investigator with the National Reading Research Center. She is currently an independent consultant. She has taught reading and English composition in high school, developmental reading at the college level, analytical reading for students in pre-medical preparatory programs, study skills for veterinary medicine students, and teacher education for undergraduate and graduate students preparing to teach beginning reading in the primary grades. Dr. Tomlinson's research has focused on literacy instruction and multicultural issues in education. She has published widely on related topics. She has served as National Faculty for the Kettering Foundation's National Issues Forums Public Policy Institutes and as a Regents Administrative Fellow at the Board of Regents Office of the University System of Georgia. She also has been a convenor of the "Imperative Educational Network Conference: Parents, Teachers, and Concerned Individuals," with a mission of encouraging parent involvement, exchanging ideas on strengthening parent, educator and community networks, and generating strategies for improving achievement levels of youth. Dr. Tomlinson has been active in several national and international organizations including the review boards of the *Journal of Adolescent and Adult Literacy* and the *Reading Research Quarterly*. She has also authored NRRC Research Report No. 44 entitled "The Effects of Instructional Interaction Guided by a Typology of Ethnic Identity Development: Phase One," NRRC Instructional Resource No. 24 entitled "Applying Banks' Typology of Ethnic Identity Development and Curriculum Goals to Story Content, Classroom Discussion, and the Ecology of Classroom and Community: Phase One," and NRRC Instructional Resource No. 35 entitled "Teachers' Applications of Banks' Typology of Ethnic Identity Development and Curriculum Goals to Story Content and Classroom Discussion: Phase Two."

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The Effects of Instructional Interaction Guided by a Typology of Ethnic Identity Development: Teachers' Perceptions of Theory and Their Conceptualizations of Related Practice: Phase Two

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Abstract. *The purpose of this study was to collect data on teachers' perceptions of Banks' (1981) typology of ethnic identity development in relation to classroom instruction and their conceptualizations of related curriculum for literacy instruction as it evolved from a lesson bank exchange. The data collection process also included the use of a survey instrument to determine the extent to which pre- and in-service teachers, administrators, counselors, and other education professionals and volunteers were familiar with Banks' typology of ethnic identity development. There were 615 respondents in the survey. The survey instrument included a total of 11 items that probed respondents' general familiarity with Banks' typology, source of knowledge on the topic, general assessment of the reality of stages defined in the typology, general indication of the stage at which most of their students would be identified, extent of familiarity with the related curriculum goals, perception of relevance of curriculum goals to enhancement of ethnic identity development and multicultural competence, and general assessments of the availability of relevant curriculum material. The responses to the survey substantiate a need for further dissemination of information on Banks' theory of ethnic identity development and curriculum goals in order to enhance teachers' multicultural literacy and competence for instruction that is sensitive to issues of ethnic, racial, and cultural diversity rather than celebratory aspects. Participants initially engaged in the lesson bank exchange were eight teachers of pre-school through high school grades. Data collection for the lesson bank exchange experience included the use of individual interviews with participating teachers, transcripts of focus group discussions with participating teachers, and the exchange of lesson plans and feedback developed by the teachers, as well as teacher reports on student responses to lessons that were implemented. Of the eight teachers who were initially engaged in the lesson bank exchange, three were able to continue with the project to its completion and each of them demonstrated, in a variety of ways, their evolving perceptions of Banks' typology as having the potential to enhance ethnic identity development and multicultural competence.*

Introduction

While classrooms nationwide become increasingly diverse in students' ethnicity and cultural backgrounds, and projections for the year 2000 forecast both a workforce (Education Commission of the States, 1988) and a total public school enrollment (Banks, 1989) that will be one-third ethnic and racial minorities, it becomes increasingly important to deliver literacy instruction that reflects and addresses cultural diversity in its content at deeper analytical levels rather than superficial celebratory levels. Cultural diversity needs to be addressed through literature and literacy instruction in terms of relevant psychosocial and sociopolitical issues (Banks, 1981, 1986; Baptiste, 1979; Sleeter & Grant, 1988) rather than the surface aspects of heroes, holidays, music, costume, and foodways. This urgency is critical not only to an adequately prepared workforce, but also to the overall quality of life in our nation.

National assessments reverberate relatively low achievement scores for students of so-called ethnic minority backgrounds. This underachievement is indicated by standardized test results for reading and verbal skills in these groups when compared to norms of classroom performance and drop-out rates in all grades, K through 12, across race and gender. These indications have been documented by the National Assessment of Educational Progress (NAEP) (National Center for Education Statistics, 1989) and the Census reports (U.S. Bureau of the Census, 1990).

However, this underachievement in literacy is not endemic to the so-called minority group students within the United States. There is evidence of an overall national lag in literacy in data which lead to the conclusion that the average reading scores for 13- and 17-year-olds did not change significantly between 1980 and 1990, and still needed improvement. Average scores for 9-year-olds decreased over the same period (NEGR, 1992).

A need for greater focus on cultural background and issues of ethnic differences and similarities is illuminated in the literature by the nature of questions used to determine national progress in academic achievement by the National Education Goals Panel. They ask questions such as: Has the gap in [dropout] rates narrowed for minority students and their non-minority counterparts? How do literacy rates vary among racial/ethnic groups and among adults with different education levels? How does the percentage of minority students who are competent in different subject areas compare to all students? Perhaps the most significant question asked is: What percentage of students are knowledgeable about the worlds's diverse cultural history?

Efforts to accomplish multicultural educational reform have often been typified by additive and celebratory approaches because they have focused mainly on contributions or victims of a culture and are added on at specifically designated times of the year (Banks, 1991; Nieto, 1992). Such limited approaches have probably been constrained by myopic views about the benefits of exploring the most profound depths of the affective domain. Unfortunately, a multicultural focus is not evident in all aspects of school curriculum as often as it could be, nor does it go beyond looking at others—at heroes and victims—to

examining the reasons why we feel the way we do about our own cultures, and about the cultures of others, as often as it might. Perhaps this circumstance prevails because where the multicultural focus could foster change in ways that individuals feel about each other, many mainstream decision makers are disengaged from changing traditional feelings about human relations. Beyond the sentiments of intergroup relations, the nature of multicultural education is important primarily because, while academic achievement is dependent upon cognitive development in areas such as reading proficiency, cognitive development is dependent upon affective development because motivation enhances our propensity to learn.

Theoretical Framework

The theoretical framework of this paper is based on the assumption that reading engagement is driven by affective variables of interest, attitude, and values, and that these variables are inextricably related to stage of ethnic identity development (Tomlinson, 1995). It is also assumed that this interaction of variables is particularly relevant to the noted lag in the development of literacy for children of so-called ethnic and racial minority backgrounds and to the development of multicultural competencies and multicultural literacy for everyone.

Typologies of Ethnic Identity Development

In efforts to enhance multicultural competence and multicultural literacy, it would seem that interests, attitudes, and values that individuals (students and teachers) have about their own ethnic group and about other ethnic groups are unavoidable and critical in developing literacy in multicultural contexts. Rotheram and Phinney (1987) indicate that "although ethnic awareness is conceptualized as a cognitive component of one's ethnic identity, it is inevitably connected with affective or evaluative aspects" (p.17). This premise is supported by Vaughan's (1987) observation that as children's awareness of group differences increases self-identification and acceptance of one's own group increases (interest in self and attitude toward one's group becomes more salient). The critical link between the affective aspects of self-identification and receptivity to cognitive processing of information about other ethnic groups can be found in the work of Rosenthal et al. (1983) indicating that the more secure adolescents are in their own identity, the more positive they are in their attitudes toward other groups. We can infer that we might be more successful in delivering multicultural education that develops multicultural competencies and literacy within a multicultural context if we assist learners in appreciating and understanding the issues of their own cultures first, so as to enhance their motivation to appreciate other ethnic groups and cultures to the greatest extent possible.

More focused approaches to accomplishing multicultural education reform have included the development of typologies of ethnic identity development that chart the ways in which our thinking evolves during our acquisition of ethnic identity and attitudes or delineate ego development in ethnic identity. Goodman (1964), Cross (1971, 1978), Porter (1971), Katz (1976), and Aboud (1977) have developed typologies that chart acquisition during childhood, and Thomas (1971), Cross (1971, 1978),

and Helms (1990) have developed typologies that delineate ego development about ethnicity as individuals mature beyond childhood. The typology of ethnic identity that is generalizable to individuals of all ethnic groups and all ages and which is accompanied by a set of related curriculum goals has been developed by James Banks (1981).

Banks' typology of ethnic identity development is "an ideal-type conceptualization in the Weberian sense and the continua exist both between and within levels" (1988). In other words, the construct does not specify a sequential progression of development as in cognitive development, although it seems to indicate that a strong foundation in the earlier stages enhances development in later stages (just as it is suggested in bilingual education theory that a strong foundation in the basic grammar of one's first language facilitates mastery of other languages). Six stages are defined in the typology and each stage is accompanied with suggested curriculum goals as follows.

Stage 1: Ethnic Psychological Captivity is the level at which the individual experiences ethnic self-rejection and low self-esteem, believes negative ideologies about his or her own culture, and may strive to become highly culturally assimilated. Banks' suggests that curriculum appropriate for the enhancement of ethnic identity development in learners at this stage should be monoethnic in content and supplemented by strategies for moral development and decision making.

Stage 2: Ethnic Encapsulation, in which the individual believes in ethnic exclusiveness and voluntary separatism, believes in the superiority of his or her own group, and may feel that his or her way of life is threatened by other ethnic groups. At this stage, it is suggested that the learner be involved in curricular experiences accepting and empathizing with ethnic identities and hostile feelings toward outside groups and including strategies for dealing with hostile feelings in constructive ways.

Stage 3: Ethnic Identity Clarification is identified as demonstration of the acceptance of self, the ability to accept positive and negative aspects of one's own ethnic group, and to clarify internal conflicts about one's own group. It is suggested that development in this stage would benefit from curricular experiences to reinforce emerging ethnic identity and clarification with an emphasis on values clarification and moral development.

Stage 4: Biethnicity, in which the individual functions effectively in two cultures, demonstrates an orientation moving toward a more multiethnic and pluralistic view of society. In this stage, it is suggested that the learner can benefit from curriculum to help mastery of concepts and generalizations related to another ethnic group as well as strategies to relate positively to another ethnic group as well as one's own.

Stage 5: Multiethnicity and Reflective Nationalism, in which the individual has a clarified ethnic self-identity and positive attitudes toward other ethnic and racial groups, is self-actualized and is able to function at minimal meaningful levels within several ethnic environments and appreciate and share the values, symbols, and institutions of several cultures. For this stage, Banks' suggests curriculum to help develop a global sense of ethnic literacy, relating to a wide range of ethnic

groups in a multiethnic environment and including strategies using moral dilemmas and case studies.

Stage 6: Globalism and Global Competency, in which the individual demonstrates reflective and positive ethnic, national, and global identifications and the knowledge, skills, and commitment needed to function within cultures throughout one's nation and the world. Banks' suggestion for this stage is a curriculum focus on knowledge, skills, and attitudes needed to function within one's group, the nation, and the world and a focus on understanding which allegiance—whether ethnic, national, or global—is most appropriate in a given situation.

Gay's (1994) discussion of multicultural education as a pivotal factor in learning illuminates the link between the goal of reading engagement and the conditions that contribute to the achievement of this goal. She indicates that:

> schools' success in maximizing the learning of students from different . . . backgrounds directly reflects the extent to which cultural pluralism is incorporated in all aspects of the educational process. This is especially true if there is any validity to the arguments that students who are comfortable with who they are learn better, and that multicultural education improves self-concept and self-esteem for diverse learners (p.74).

Thus, the literature acknowledges a link between motivation and reading achievement. Motivation is a reflection of factors in the affective domain such as interest, attitude, and values, all of which are inherent in the definitions and goals of the stages in Banks' typology of ethnic identity development.

Researcher's Lens

Because a substantial portion of the findings of the study will be presented qualitatively, I will first provide information that is considered important to many researchers from a qualitative perspective. In Alvermann, O'Brien, and Dillon's (1996) discussion on writing qualitative research, they indicate concern for information on time the researcher has spent in the field, the nature of contacts with participants, when and why research questions shift during a study and subsequent effects, as well as site and sampling rationales, while citing Patton (1990) and Denzin and Lincoln (1994). They also indicate that "One neglected component of methodology sections in many qualitative studies is an explanation of the role, perspectives, and biases of the researcher" (p.116). In addition, they discuss striving for a balance between the researcher being situated within the presentation, the text, of the study while preserving the spotlight for participants, and achieving a balance by "including information that reveals differences as well as similarities in the participants' and researchers' perspectives" (Alvermann, O'Brien, & Dillon, 1996, p. 118). The discussion that follows immediately here will respond to concerns about the role, perspective, and biases of the researcher. Throughout the rest of this report, field contacts, question shifts, site and sampling rationales, and other methodological issues regarding balance will be addressed where appropriate (in many instances within the various Researcher's Commentary sections).

As the investigator, I identify with the various elements of my discussion of theoreti-

cal background (above) from the vantage points of trained teacher educator, having a background in curriculum and instruction with a specialization in reading K–12; of former high school teacher of English literature and composition and reading courses for English and non-English speaking students in an inner-city setting of a major northern metropolis; of university faculty person at a predominantly white southern institution in the academic assistance program serving an ethnically heterogeneous student population; and, of being an African American female of Caribbean descent born and raised in the inner city of a major northern metropolis. As a member of more than one so-called ethnic minority group, I am compelled to be an advocate of the need for literacy development that is multicultural not only in content (presence or appearance) but also in analytical depth (process).

My convictions, questions, and biases emanate from my experiences and observations gained in each of the settings that have contributed to my background. As a trained teacher educator, I am constantly reminded of the continuous links between early education, primary, middle, secondary, and post-secondary in terms of self-concept or values, motivation, cognitive development, and achievement. As a former high school teacher of English literature and reading for English and non-English speaking students, I am constantly reminded that many of a variety of socioculturally challenged students experience and build barriers while a few students of the same circumstances persist and excel—giving evidence to all of the possibilities. As a faculty person in an academic assistance program, I am constantly realizing that limited cultural experiences, parochialism, or hegemonic curriculum in the earlier grades often produces students with limited self-concepts, motivation, or experiential background—factors in degrees of unpreparedness to meet the challenges of postsecondary curriculum and instruction and the challenges of the workplace. This unpreparedness includes apathetic responses to any issues or events that do not seem to be immediately relevant to the students' personal spheres (Tomlinson, 1995). As an African American of Caribbean descent, I am constantly reminded that peoples of any particular ethnic category are not strictly of a monolithic entity that can be identified by associated stereotypes—that individuals are multicultural and multiethnic themselves.

My convictions lead me to contend that a critical and analytical understanding of issues of ethnicity is very much needed by all individuals. I believe that one must understand one's ethnicity and the ethnicity of others, in terms of negatives as well as positives, and the inextricable interconnectedness of people—voluntary and involuntary interconnectedness. The questions that seem important in this regard are: What are some of the real day-to-day issues, misunderstandings, misconceptions, or long-held myths and perpetuated stereotypes that we need to unravel in order to enhance teaching and learning about people and the world more effectively and realistically? How do the issues affect our ways of thinking or behaving? How do these ways of thinking help us or hurt us? How can we address what hurts effectively, change our ways of thinking about

ourselves and others, be honest, and move forward in the best interest of all individuals?

My biases lie mainly in my belief that: (1) multicultural units of instruction at all grade levels is extremely important, but critical in the early grades; (2) there needs to be a systematic application of a universal and generalizable theory set that guides the selection of materials and the content of discussion in classrooms at all grade levels for individuals of all backgrounds; and (3) that Banks' typology of the stages of ethnic identity development can be effectively applied to instructional practice at all grade levels and ages and to individuals of all backgrounds for the enhancement of multicultural literacy and competencies.

This study is based on the premise that, in the interest of multicultural competence and the development of literacy in a multicultural context, one's interests, attitudes, and values regarding the issues as well as surface features of other ethnic groups or cultures will be a function of the extent to which one has acquired knowledge and understanding about one's own ethnic group. Why should learners be expected to be highly motivated to learn extensively about, or intensely appreciate, information on other cultures when information about their culture is neglected or treated superficially? If reading engagement involves taking social and political action in response to what is read, then how can we expect learners who are lacking the empowerment of understanding the issues of their own ethnic and cultural groups and other groups to be motivated to take social and political action in response to what is read, what is assigned to be read, or what is not read? Conversely, why should learners who see themselves predominantly in the literature and the lessons that they learn from it be inclined to give credence to or take seriously the cultural issues or capacities of individuals from groups that are not seen frequently in the literature or whose issues are not dealt with beyond a superficial level?

If strong foundations in ethnic identity orientation foster motivation toward higher levels of reading engagement, an increase in reading engagement should, in turn, result in additional exposure to and interest in other ethnic groups. An increased interest level, increased positive attitude, or increased positive value set regarding other ethnic groups should enhance motivation for increasing one's knowledge base in these aspects. Finally, an increased knowledge base for all learners should result in an increase in achievement level for all learners.

In sum, it would seem that success in raising the achievement level of so-called ethnic minority learners and other learners is, in part, contingent upon the extent to which we help learners find themselves in materials and discussions relevant to their cultures in order to enhance their self-awareness, self-esteem, motivation, and reading engagement level (Tomlinson, 1995). The extent to which we help learners find themselves in materials and discussions for purposes of enhancing motivation and reading engagement levels is contingent largely upon the extent of teachers' multicultural literacy, multicultural competency, and commitment to facilitating positive ethnic identity development for their students. These concerns are inextricably related to the quality of education pre-K through grade 12 that,

ultimately, impacts on directions that learners take in terms of persistence to grade 12, on their preparedness to enter institutions of higher education and persistence to completion of a degree program, or on their preparedness to make a positive contribution to society as well as the willingness that individuals have to allow access to and provide assistance for the fulfillment of such goals at any one of these critical junctures in life.

Although Banks' typology of the stages of ethnic identity development presents a viable theoretical framework for application to the practice of selecting assorted literature for reading or language arts instruction and for guiding the dynamics of story discussion between teachers and learners, there has been no documentation of such process or its effects. The potential for a powerful link between theory and practice in creating curriculum for literature-based instruction that is multicultural in content and approach, in the transformation of teacher perspectives and instructional interaction, or other products of this link have not been demonstrated in the scholarly documentation of literacy development or in the domain of reading education. This report presents the findings of phase two in a three-phase study (Tomlinson, 1995, 1996a, 1996b) that illuminates this critical link between theory and practice in terms of the extent to which the link is recognized by teachers and other education professionals; teachers' experiences in developing and exchanging lesson units guided by the theory and the researcher's observations of this teacher process; and, evidence of the nature of student responses to involvement in lessons guided by the typology. The subsets of related questions, tasks, measurements, and results for data collection in phase two of the study follow.

Phase Two

Question One: Teachers' Perceptions of Banks' Typology

The research question that drives data collection on teachers' perceptions of Banks' typology of ethnic identity development is as follows: How familiar are teachers with Banks' typology and, if they are, what potential do teachers see for the application of Banks' typology to reading and language arts instruction? Two sets of tasks were pursued in order to answer this question. First, a general survey was administered to pre- and in-service teachers, administrators, counselors, volunteers, and other education professionals to determine the extent of familiarity with the concepts among a cross-section of education professionals. Second, teachers who were participating in a lesson bank exchange based on the curriculum goals of Banks' theory were interviewed extensively.

Methods: Task One: The General Survey on Perceptions of the Typology

At each of several professional conferences, forums, classrooms, and a world congress, the researcher was present to distribute a questionnaire by hand, rather than mail, to randomly selected groups and individuals in plenary and concurrent sessions and seminars, as well as meeting place lobbies, lounges, exhibit areas,

and other locations where conferees were present and able to respond to the survey conveniently and then hand it back upon completion.

Participants. Pre- and in-service teachers, administrators, counselors, volunteers, and other education professionals of a national and international sample participated in the general survey. The total sample of N=615 respondents included a cross-sectional representation of demographic variables such as race, nationality, gender, age, grades taught, current position, and geographical location of residence. The responses within the U.S. subsample were homologous, since there were no region-specific differences with regard to zip code representation by response, although the responses from individuals of non-U.S. nationalities did show a different pattern of response interaction. The sample consisted of individuals who indicated some interest in multicultural issues by way of their participation in professional conferences devoted to multiculturalism, diversity, or ethnicity; in forums on public policy for multicultural issues in school reform; in conferences on issues related to minority student retention in higher education and on democratization of education worldwide; and in courses in pre- and in-service teacher education programs that advocate support for multicultural curriculum and diversity in student enrollment.

Measurement. An 11-item instrument was administered on-site to respondents and collected immediately at several different locations nationwide and at one international gathering in another country. A written copy of the protocol was provided along with standard instructions. Respondents were asked whether they were familiar with Banks' typology of the stages of ethnic identity development; what their source of this knowledge was; whether the typology seemed to capture various perspectives that individuals hold about issues of their own ethnic group and other ethnic groups; which stage would characterize most of their current students; whether they were familiar with the curriculum goals suggested for each stage; whether they thought that implementation of related curriculum would contribute to enhancement of ethnic identity development and multicultural competency; about stages for which they felt there was the most and least material available in primary school curriculum; about the stage for which publishers should produce more material; about the stage for which they felt there was the most adequate amount of material on the market. Respondents were also encouraged to provide additional comments or ask questions.

Demographics. The distribution of respondents across variables of race/nationality, gender, age, grades taught, and current position is represented in Table 1. By *current occupation*, the majority of respondents identified themselves as either university or college professors (18 percent), classroom teachers (13 percent), school administrators (12 percent), and graduate students (7 percent), with other respondents identifying their current positions as project coordinators, school counselors, resource/special teachers, parent volunteers, retired education professionals, human relations specialists, state/district administrators, consultants, and other education-related professionals, in descending order of frequency.

Table 1
Demographic Identification of Survey Participants

Response	Percentage
Race/Nationality	
African American	27
Asian	1
European American	42
Hispanic	1
Others*	10
No response	19
Gender	
Male	29
Female	59
No response	12
Age Range	
18–25	12
26–35	13
36–45	15
46–55	19
56 & over	7
No response	34
Grade Taught	
College/University	59
High school only	4
K–12 combination	34
Pre-school	3
Current Position	
College/university professors	18
Classroom teachers	13
School administrators	12
Graduate students	7
Other education related positions/activities	50

*Includes non-U.S. nationalities

Approximately two-thirds of respondents had *previous teaching experience* and one-third had no prior teaching experience. Of those with teaching experience, 59 percent had taught college or university, 4 percent taught high school only, 34 percent taught some combination of grades K–12, and 3 percent taught preschool.

Results. An overwhelming majority of the total sample of respondents, 82 percent, were not familiar with Banks' typology of ethnic identity development. This majority included all of the individuals of non-U.S. nationalities. Of those who were familiar, their *source of knowledge* was reported as their own reading, coursework, conferences, and staff workshops in descending order of frequency. Sixty-five percent of those who were familiar with the typology indicated "yes" when asked if they felt that the typology *captures the essence of various perspectives* that different individuals may hold about their own ethnic group and the views that they may hold about other ethnic groups.

Of those respondents who were familiar with the stage theory of the typology, in terms of student identification, two-thirds of these individuals felt that they were familiar enough to predict the *stage that would characterize most of the students to whom they provided services*. Thirty-seven percent of these respondents indicated that their students would be rated as Stage 3 thinkers (Ethnic Identity Clarification), 26 percent indicated students as mainly Stage 2 thinkers (Ethnic Encapsulation), 20 percent rated most of their students as Stage 1 thinkers (Ethnic Psychological Captivity), 9 percent indicated Stage 4 (Bi-Ethnicity), 5 percent indicated Stage 5 (Multiculturalism and Reflective Nationalism), and only 1 percent indicated that a majority of their students would be rated Stage 6 thinkers (Globalism and Global Competency).

Of those who were familiar with Banks' stages of ethnic identity development, 44 percent indicated that they were familiar with the *curriculum goals* suggested by Banks for each stage. The perception of the potential for a meaningful link between Banks' theory and instructional practice is strong. Ninety-one percent of respondents familiar with the curriculum goals indicated that they believed that, if the suggestions were implemented, they would contribute to the enhancement of ethnic identity development and multicultural competency for students.

Regarding *primary school curriculum*, 29 percent of those who responded indicated that they felt that there was more material available for Stage 3 of Banks' curriculum goals, 21 percent felt that there was more material available for Stage 5, and 18 percent indicated that they felt that there was more material available for Stage 2 of the curriculum goals related to ethnic identity development than any other stage. For the least material available related to Banks' curriculum goals, 26 percent of respondents indicated Stage 6, and 17 percent each indicated Stage 1 as well as Stage 3.

When asked "For which stage should publishers produce more relevant material?" responses were somewhat contradictory to those regarding the availability of related material in primary school curriculum. Thirty-three percent of those responding indicated that publishers should produce more material for Stage 6

curriculum goals, 18 percent indicated Stage 5, and 16 percent indicated Stage 4. When asked to indicate the stage for which there seemed to be the most adequate amount of relevant material on the market, 24 percent indicated Stage 3, Stage 1 was indicated by 22 percent, and 18 percent of those responding indicated the most adequate level of production for Stage 2 curriculum goals (see Table 2).

Some of the *comments provided by respondents* were made in the form of advice or caution regarding Banks' typology as follows: "Publish more on Banks' typology in 'wider scope' publications." "No typology adequately captures reality." "This new curriculum can't be done alone—tokenism is a constant danger." "More information, materials, and training for teachers is needed."

Other comments that indicated particular interest or curiosity about the typology were as follows: "I have no idea how curriculum does this [ethnic identity development] but I'd love to find out." "I haven't learned any of this in school but obtained one of Banks' books at NAME [multicultural] conference and plan to learn myself." "I'll certainly look it up now." In this category of comments, an Assistant Director of Multicultural Services also wrote "Is this information made available in any other education/instructor training programs than for "teachers" specifically? As an African American college administrator, this information would be helpful. I've completed a M.Ed. and don't recall any mention of this."

In terms of familiarity with typologies of ethnic identity development, some respondents stated: "I am much more familiar with the Helm's model." "I am familiar with models which touch on similar themes, but not specifically Banks. Sounds interesting." "[I am] familiar with Banks four levels of multicultural curriculum development—don't know a great deal about the six levels of multicultural identity development." One librarian stated that she was "familiar with Banks' works through [her] bibliography project on curriculum transformation." In addition, a substantial number of respondents simply indicated that they would like more information on Banks' typology. One individual indicated that they were "not entirely confident of this [that it captures essence of perspectives]—but inclined to see some value in it."

Last but not least, some other comments and *questions* posed by respondents indicated levels of frustration or anxiety regarding issues of race or ethnicity. In response to the identification item asking for "race" on the questionnaire, one respondent wrote "This is an offensive question to me. As a Canadian, this would be illegal." Another individual commented "We have tried to get publishers for the last 20 years to be more inclusive and move beyond the hero[es] and contribution[s] approach." Other respondents asked "Why do we always concentrate on the race of a person? We are all people on this earth—there should not be labels," and "Why do the son's pay for the fathers' sins? Why can't we behave as one group—human?" Interestingly, another individual asked "Is Banks American or British?"

Methods: Task Two: The Lesson Bank Exchange Focus Group on Perceptions of the Typology

Participants. Eight teachers were initially involved in the lesson bank exchange for phase

Table 2.
Survey Responses (in Percentages) to 9 Items on Banks' Typology

Item	Response					
	Yes				No	
Familiarity with Banks' typology of stages	18				82	
Of those who are familiar with stages:						
Captures essence of various perspcectives that different individuals may hold about own ethnic group and other ethnic groups	65				35	
Familiar with Banks' curriculum goals for each stage of typology	44				56	
Of those who are familiar with goals:						
Believe, if implemented, can help enhancement of ethnic identity development and multicultural competency for students	91				9	
Stage	1	2	3	4	5	6
Based on familiarity with stages:						
Feel that majority of students I currently work with would be identified by	0	0	20	26	37	0
Based on familiarity with curriculum goals:						
Feel that there is most material available in primary school curriculum for	0	18	29	0	21	0
Feel that there is least material available in primary school curriculum for	17	0	17	0	0	6
Feel publishers should produce more material for	0	0	0	16	18	33
Feel most adequate amount of material is on market for	22	18	24	0	0	0

two of this study. Of the eight teachers, three were involved from beginning to completion in providing input on their perceptions of Banks' typology through their participation in individual interviews and participation in focus-group discussions. The other five teachers who were not able to participate in the lesson bank exchange to completion provided some limited input on their perceptions of Banks' typology through individual telephone discussions and their feedback during the early stages of the lesson bank exchange (discussed below in Question Two).

Ms. Atobi is a young Head Start Pre-K teacher who was born and raised in Nigeria. She had been teaching the preschoolers at a suburban elementary school in Fairfax, Virginia for several years when she became involved in the lesson bank exchange project. In keeping with the age group of her class, her classroom environment exhibited a broad array of visuals such as posters, three-dimensional pin-ups, and concrete manipulable objects such as dolls, musical instruments, play telephones, and other teaching toys. Her classroom was very colorful, attractive, and stimulating. Ms. Atobi was very optimistic in her attitude about working with her children, sensitive to the need for a positive working relationship with her teaching assistant, and also seemed to feel that the required home visits that she made with parents was an important part of her job.

Ms. Irales is a young, middle-aged, bilingual teacher who was born and raised in Puerto Rico. She had been teaching bilingual groups and sixth-graders in an elementary and a middle school in Cleveland, Ohio for a few years and was just beginning to teach a course in Spanish to English-speaking monolingual students when she became involved in the lesson bank exchange project. Ms. Irales' classrooms were decorated with picture posters illustrating positive images for her students, and clever quotations on critical moral issues and values were also posted around her room and outside her classroom doors. She expressed great concern for the role that moral and ethical development would play in the lives of her students, and she was also sensitive to the need for a positive working relationship with the parents and the school principal.

Ms. Elou is a young elementary teacher who was born and raised in Lebanon. She had worked as a teacher's aide and, after several years in the "Career Ladder" program, she had just received her elementary teaching certificate and was teaching sixth-graders at the time of her participation in the lesson bank exchange program. Ms. Elou's classroom environment was enhanced by maps and charts, because a primary focus in her instruction was social studies. She reflected a great enthusiasm for instilling pride in the Arabic-speaking students and in sharing information about the Arabic-speaking cultures with other students and teachers.

Each teacher had unique reasons for being interested in working with me and with each other in this project. Ms. Atobi was involved on a voluntary basis with the district-wide multicultural task force for her school system. Ms. Irales was involved in cross-cultural activities such as teaching African and Spanish dances to students after school. Ms. Elou was a long-time district-wide interpreter for her school system and was also involved in an

Arabic civic organization engaged in developing community inroads for the integration of Arab Americans into the mainstream of American life. These teachers represent a variety of racial/ethnic perspectives. Their perspectives and opinions become evident where their voices are presented in response to focus group questions in the following Results section.

Measurement. During the course of the researcher's *individual conversations* and written dialogues with the participating teachers, questions were interwoven that were directed toward understanding their views of the teaching and learning process and environment. Questions about the nature of their roles as teachers in classrooms where they would engage students in curriculum goals related to Banks typology were focused through a triple-lens inquiry of (1) the kind of knowledge they would use to engage students in curriculum guided by Banks' typology of stages of ethnic identity and curriculum goals; (2) the kind of view of human beings that they wanted their students to develop; (3) the social order of their classrooms and their schools.

The use of *focus group discussions* was guided by a series of questions that were shared with participants prior to each of three teleconference calls. These questions were more specifically focused on perceptions of particular aspects of Banks' typology of stages and curriculum goals. The questions were posed and discussions held after teachers were already engaged in the lesson bank exchange experience of developing, sharing, and using related lessons for at least four months and had worked through the development of a first set of lesson plans for Stages 1, 2, and 3 of the typology. The following questions were sent to each participating teacher prior to scheduled teleconferences:

What potential do you see for the application of Banks' typology to reading, language arts, or social studies instruction at the grade level that you are currently teaching?

Have you incorporated the cultural influences of the students home and community environments into considerations for curriculum designs that were guided by Banks' typology? If you have, in what ways have you done this? What elements did you include?

What were the sources of instructional materials that you selected for curriculum units based on Banks' typology and curriculum goals? What were your reasons for selecting these materials?

If you implemented instruction with the curriculum units guided by Banks' typology that you contributed to our NRRC project, how did students respond?

What should multicultural instruction be for teachers and students?

How are Banks' typology and curriculum goals relevant in defining multicultural instruction?

How have your views of Stage 1 in Banks' typology changed, if any at all?

How might you adapt the other plans contributed (by fellow participants) to your own students? How has your definition of multicultural education expanded? How has Banks' typology helped you to see new definitions of multicultural education? What should multicultural education be?

What is Banks' typology and curriculum goals trying to help people to do in teaching

Teacher & Class	Teacher Knowledge	for Pupil View of Humanity	in School Order
African Pre-School (other ethnicity, heterogeneous)	grade-level appropriate strategies/concrete art activities/language in rhymes, songs, contributions	is good/must be positive, melting pot, assimilate	continuous development/constraints of system guidelines on units goals/flexibility within units
Arab Middle School (same ethnicity, homogeneous)	ethnic group issues/ range of grades/ concrete and abstract activities/multi-disciplinary/ art, artifacts, literature, additive	has issues, must resolve and develop self-image to share, pluralist	continuous development/student needs orientation/ responsive to building goals and cultural exchange
Puerto Rican Middle School (same ethnicity, homogeneous)	ethnic group issues/ multi-grade focus abstract and concerete activities/literature and logic/addit. trad/social action.	has issues, must resolve must use the community as resource and develop positive view of citizenship, pluralist	continuous development/flexibility/ student needs orientation/responsive to classroom goals and multigrades
European American High School (same ethnicity, homogeneous)	Other group issues/one grade focus/abstract activities/social studies/ literature & problem-solving simulations add/social action.	assumes task of understanding out-group issues/must develop tolerance & strategies, assimilationist	predetermined/ lock-step curr. constraints of Regents syllab/ accountability, international focus

Figure 1. Varying teacher views of important knowledge for self and students within a perception of school structure and climate as expressed in project exchanges.

that the curriculum for multicultural education usually does not do?

Results

During individual conversations with participating teachers, it became evident that their views of the *kind of knowledge that they needed for teaching*—particularly about cultures, the *kinds of things that they wanted their students to learn about human beings*, and the *ways that they perceived the social order of their classrooms and schools* did vary although there were some commonalities. Some of the factors that seemed to influence teachers' perceptions and philosophies were ethnic background of the

teacher, the homogeneity or heterogeneity of ethnic background of the class they taught, and the grade level of the students. The interpretations of conversations provided here are corroborated in the nature and content of the lesson plans contributed by each teacher—their conceptualizations of curriculum related to Banks' typology (discussed in following sections). Here, teachers' expressed views are represented in Figure 1.

During focus group discussions which included three of the participating teachers, in-depth reflections were shared and these comments revealed additional information that was more specifically related to perceptions of Banks' typology and curriculum goals in several dimensions. Teachers' comments were also informative of the impact that the lesson bank experience had on their ways of thinking about multicultural instruction. The discussion here presents each teacher's specific responses to the focus group questions.

Ms. Atobi. Banks' typology and curriculum goals can be applied to every area of study. In reading, it is especially useful for book selection. It can help the teacher to go beyond the standard books of the school curriculum for reading, English, social studies, and mathematics. It is helpful in showing teachers ways in which they can best serve the children in a class. It encompasses all areas and makes one more sensitive to the students' backgrounds.

I greet children in all of the languages represented in my class and identify which students' homes speak the language. I also identify all holidays observed by the families of the students in my class and the particular children who observe these holidays. I have also invited parents to come and discuss the holiday with the class and to bring books, games, and toys from their culture. For example, as an extension of this kind of inclusive learning experience, we have used red envelopes to send "thank you" to the parents during the Chinese holiday.

I have developed some of my own ideas for the lesson bank exchange. Others I have adapted from the REACH program that shares materials in my district. I have also used concepts from the Anti-Bias Curriculum by Louise Derman-Sparks. For children of such a young age as mine, this kind of curriculum is scarce.

Since the children are very young, it is important to realize that this kind of instruction involves a process. It cannot be accomplished and evaluated in one day. It must be accomplished on a gradual basis. The process has to continue and you cannot make a quick assessment.

Banks' typology helps me to help the students be inclusive of every ethnic group in the class and beyond the class. The teacher must believe in the philosophy. If they do not believe, the students will know.

The typology helps me to make some additional observations about classroom atmosphere and some new determinations about book selection which depend on the individual students involved. It does not suggest a set curriculum, but it does explain what kind of curriculum individuals might need. It gets you to reflect internally, instead of being rhetorical. You can focus on individual process in terms of how the child behaves or thinks and respond more appropriately. For example, when a child in my class notices my change from braided

hair to a head wrap and says that I "look funny," I reply "no, I look different."

Banks' typology and curriculum goals assist you in focusing on the day-to-day living of the class and working it out.

Stage 1 has enabled me to help the children to see the issues both ways. One group must acknowledge the stereotype placed upon their group by another as well as the values that they place on the other group. Every ethnic group must acknowledge what others think of them and what they think of others. This is a very delicate stage. The assistant in my class may feel offended. I have to be sensitive and get everyone to buy in. I have to work on validating each child.

Ms. Irales. I agree with Ms. Atobi 100%. The typology helps you to take the opportunity to acknowledge students. It can be used in reading, social studies, and science. In order to develop concepts related to the issues for each stage, your approach must be interdisciplinary. In cultural dynamics, we must see a parallel to curriculum change.

The prior experience of my students is an important factor. It is difficult, at first, to teach about racism or prejudice. Although the students have had related experience, they don't know how to define or express them.

I try to create something new. I address current issues while developing communication skills and social skills through cooperative learning and role playing. I see the need to help students to feel like change agents. I need to help the students to transform the curriculum. Banks' typology has helped me to realize the lack of multicultural curriculum. Students need social skills and decision-making skills for social action. For example, we need biographies of people from the community. Our history texts are not relevant to reality.

Students seem to feel intimidated. They seem to feel that there is prejudice against their own group and they express prejudice against others. They have hostility. They don't know how to cope. They don't seem to feel the freedom to express themselves—they feel ashamed. They need much more work on this, in continuity. Without another teacher to continue this focus, they are lost. There are misconceptions. There is peer pressure. They feel intimidated by other groups.

There is a need for a reform movement to empower students and teachers with the skills and commitment needed to make society and the world more responsive to human conditions of all students, of all races, and all social classes. This curriculum reform should not be just for schools with ethnic or racial mix. It should be applied even where the class is homogeneous in background. The teacher must learn to be a facilitator or guide.

As in anthropology, Banks' typology indicates that the student must have clarification before they can truly develop multicultural and global values. Banks' goals are very relevant. It is important to have guidelines like these in order to reach the goals for multicultural education.

Stage 1, at first, seemed to be just introductory. I now realize that it is the cornerstone for the entire typology. I have the responsibility of helping students to face other individuals' thoughts, helping them to realize their position in terms of how others regard them, and then helping them to face the challenge of acknowl-

edging the problems caused in society because of perceptions of a student's culture. [Ms. Atobi asks "Why?"] (Response) Then we can define ourselves better.

I would adapt all of the lessons contributed by others in some way. The students must realize that they are linked to each other. For example, the stereotypes of Puerto Ricans can be applied to the whole group of Spanish-speaking ethnic backgrounds.

Ms. Elou. Banks' typology is very interesting for social studies. It can be put to good use there. It has rich possibilities.

I have incorporated students' home environment in terms of cultural beliefs and traditions —particularly traditions. For example, there was a teacher who told students not to touch all of the food that was set out on a buffet table—for sanitary reasons. In response, I developed a lesson that included discussion of the way that Arabs eat—we touch the food and share a big dish. This is a tradition at home. I have also addressed how traditional beliefs at home such as fasting for Ramadan may be in conflict with test-taking strategies such as eating (for energy) before exams.

The resource that I have used for contributing to the lesson bank exchange is the material that three teachers in my district developed for the bilingual program.

The students in my class are ethnically heterogeneous. The English speaking and bilingual students all seemed to appreciate and understand each other better in working through the stage lessons.

I agree with Ms. Irales that multicultural instruction should be integrated into the curriculum in every subject area. It should involve all ethnic and racial groups in the school and community. It is most important, when starting, to address the home background, then the community, then the city, and then beyond. This is a specific part of the philosophy of the Arabic-speaking people. Banks' has included all of the steps necessary for starting.

Stage 1 is very important. Each group needs to identify the negative as well as positive aspects. The curriculum for this stage can provide the opportunity to deal with stereotypes. For example, I have observed that people of my culture (Arabic speaking) used to be aggressive about assimilating, but over the past ten years they have shown that they want to change this way of thinking. Stage 1 theory and goals empowers one to plan lessons without always focusing on pride first.

Most of the other lessons that teachers have contributed to the lesson bank exchange can be adapted for the students that I teach. We just need to speak in terms of ethnicity instead of race.

Researcher's Commentary

Most of the teachers whose voices are presented here were selected for Phase Two of the project because they and their students had been participants in Phase One of this study, in which baseline data was collected on students' ethnic identity orientation, reading engagement level, and locus of control and on the content of instructional materials and story discussion used by teachers to provide instruction related to cultural issues. The school sites were selected to obtain a cross-sectional sample by demographics such as region, ethnicity, socioeco-

nomic status, and grade level and ability. I was in constant contact with the participating teachers by way of on-site visits and telephone conversations.

During my initial visits to sites, I provided teachers with an orientation that included an introduction to Banks' typology of the stages of ethnic identity and left supplemental materials with teachers for further review, before they decided that they would be committed to participation in the project. Teachers were informed that their participation would require that they submit a monthly audiotape of an instructional session in which they engaged students in story discussion that was culturally related if possible, but they are not required to adhere in any way to the principles of Banks' typology and curriculum goals. The instructional material would be of their own choice.

In Phase Two, reported here, teachers were selected from those who had participated previously in Phase One of the study, with the exception of three teachers at one new school site that would expand the range of grade levels covered in the project to include high school. (Phase One of the study involved the collection of baseline data on the nature of elementary and middle-grade students' reading engagement level, locus of control, and stage of ethnic identity development [based on Banks' (1981) typology of ethnic identity], and data on the extent to which selected literature and the instructional interaction in these students' classrooms included content relevant to the curriculum goals of Banks' typology [Tomlinson, 1995, 1996a]).

In the inception of Phase Two, the following steps were taken. All teachers were provided a review of Banks' typology of the stages of ethnic identity development and related curriculum goals. They were informed that their participation would require that they develop lesson plans guided by Banks' typology, and, in exchange for their contribution, they would receive copies of all lessons developed by other participating teachers. They would also be asked to return a feedback sheet for each lesson that they received. As a last step in the cycle, teachers would receive copies of the feedback related to the lessons they contributed before submitting the lesson for the next stage of Banks' typology. The project was referred to as the "lesson bank exchange," because participants would be acquiring a collection of lessons that they might adapt for future use.

My role in the processes of Phase Two was to facilitate the exchange of teacher-developed lessons and feedback sheets, interpret and support any teacher feedback (from sender to receiver) that would assist the receiver in the improvement of subsequent lesson designs, respond to any questions that teachers posed, and provide supplemental material or additional feedback when requested or when determined that it would be helpful to a participating teacher. My personal perspectives and biases regarding this phase of the project are the same as those expressed here previously (see Researcher's Lens). As the project progressed, my observations and discussions with participants influenced my approach to data collection, analysis, and interpretation to some extent. The ways in which teacher participation shaped the lenses used by me throughout the progress of Phase Two is addressed in the discussion of Question Two which follows.

Phase Two

Question Two: Teachers' Conceptualizations of Related Curriculum

The research question that drives data collection on teachers' perceptions of Banks' typology of ethnic identity development is as follows: If given the opportunity to become familiar with Banks' typology, what types of lessons might teachers plan and how do other teachers respond?

Methods: Task One: Content, Process, and Feedback in the Lesson Bank Exchange

Participants. Throughout the duration of the lesson bank exchange, three participating teachers were involved in all aspects. Although there were three other teachers who did not participate for the entirety of the project, they did initially provide some input in response to other participants' contributions that is also illuminating. The communication between participants was conducted primarily by mail, with the use of lesson exchange feedback sheets on a monthly basis, as well as group teleconferences, and several discussion sessions at professional conferences that the teachers and I attended (one for which we worked together to present a symposium on the project). In addition, I was in contact with each of the teachers, one-to-one, by telephone, at least two or three times each month to discuss the progress of the project.

The teachers' voices on their experience in the lesson bank exchange and the preparation of lessons that advance multicultural education express a variety of viewpoints, issues, and outcomes regarding the use of Banks' typology. These voices are presented in the previous Results section of Question One: Task Two: The Lesson Bank Exchange Focus Group on Perceptions of the Typology and in the Results section that follows here to provide additional information on how teachers made sense of Banks' typology where their voices emerge in lesson bank feedback to each other. It should be noted that the teachers' feedback in the Results section and the Researchers Commentary is included here to do what Alvermann, O'Brien, and Dillon (1996) refer to as "including information that reveals differences as well as similarities in the participants' and researchers' perspectives . . . [as opposed to presenting] tightly woven interpretations that show little sign of human differences" (p. 118). To this end, the lessons presented are not all to be considered the best lessons, but rather a sampling of those lessons shared between teachers that served as a catalyst for an exchange of ideas and an opportunity for reflection on what Banks' typology and curriculum goals can and should help teachers to accomplish in the lesson planning and implementation process. (For several detailed examples of the best lessons written by the teachers, see Instructional Resource No. 35, Tomlinson, 1996b.)

The teachers' lesson summaries and feedback comments represent work in progress, where the teachers had the ongoing opportunity to learn from each other in the exchange. Therefore the researcher did not assume the role of judge as to which were good or not so good lessons. Teachers were not required to

implement the plans but were asked to indicate if they had done so. At a point, when determined necessary, the researcher did steer the project such that teachers would, collectively, develop a second round of lesson plans for Stages 1–3, in order to refine their skills in the critical foundations, rather than move onward without deeper reflection.

Measurement. As an ongoing procedure of the lesson bank exchange, intragroup exchange was facilitated by the distribution of each teacher's contributions to all other participating teachers and documented by the use of *lesson bank feedback* sheets designed to engage participants in providing brief critiques of fellow participants' lesson designs. Each participating teacher responded to standard questions and had the option of open-ended response to the plans contributed by fellow participants. These notations on other teachers' lessons were, to some extent, revealing of the writers' conceptualizations of curriculum related to Banks' typology—what this curriculum could or should be. Questions included on the lesson feedback sheets that allowed for critique were as follows:

How does the lesson address Banks' goals for the target ethnic group?

Does the plan cover objectives, materials, procedures, and evaluation adequately?

Would you consider using the referenced material for similar purposes with modifications where needed?

If the author of the plan used the plan, would you expect their evaluation of the outcomes of the lesson to be the same if you used the lesson with your students?

(Do you have) comments or suggestions for improvement?

Results. Teachers' feedback to each other on how the contributed lessons addressed Banks' goals for the target ethnic group provided some insights to the extent to which the teachers had internalized the intentions of the curriculum goals. The feedback comments also provided indications of their sensitivity toward the needs of the target ethnic group for which a lesson was designed in relation to the curriculum goals. Participants provided many candid and definitive responses when they did not feel that a particular lesson design addressed the needs of the target ethnic group adequately, and they were also definitive about how particular lesson designs were appropriate in terms of feasibility as well as considerations such as stated objective, materials, procedures, and evaluation.

Participants were also helpful in stating why they would or would not consider adapting a particular lesson design for use with their students and in predicting the reactions that they would expect from their students. The responses provided by the teachers also show some indications of remaining hesitations or misconceptions about the relevance or adaptability of lesson content to a different ethnic group than the one for which it is originally intended. The following excerpts are examples of lessons that teachers designed and shared and the feedback comments that they received. The lessons were targeted to Stages 1–3 and to a variety of ethnic groups.

Stage 1—Native Americans: Head Start preschoolers are engaged in one of a series of lessons for the Native American theme of multicultural units in this part of the school

year for the entire building. The focus of this lesson is the idea that names are special and that they can be used to instill ethnic pride. Parents have explained why they gave their child its name and this is shared with children in class. Children are asked why we look into mirrors and take turns looking at themselves. They then use a hand as a mock-mirror and repeat "I Am Special," a poem celebrating uniqueness. Pictures of children taken during activities are mounted on posterboard. Children then find a crayon closest to their skin tone and use it to create a mask-on-a-stick. Children will sport their masks while reciting another poem on uniqueness. In a follow-up activity, children make mirrors from aluminum foil and take them home with the poem "I look in the mirror" to recite with parents' help.

Feedback "I cannot comment on this with any knowledge."

"No I would not consider using the referenced material for similar purposes with my own modifications, if necessary—too young for high school."

Stage 1—Arabic Americans: The lesson was prepared for sixth-graders who would be engaged in identifying and describing places and people in the Middle East by using an elevation map along with a text, "Lands of Little Rain." Students would be asked to locate the Sahara, Saudi Arabia, the Nile River, the Arabian Sea, and other geographical points. Then, in small groups, the students would work to identify the elevation of each area by color codes and write them in. Next, students would read the text explanation about how dry climate affects aspects of life in the Middle East, discuss related factors such as settlement locations, types of housing, and farming and list ideas under each of these headings. Students would also define related vocabulary such as desert, oasis, irrigation, fertile, peninsula, and then write sentences describing the geographic characteristics of five places in the Middle East and explain how people cope with the dry climate.

Feedback "This lesson plan is a good introduction for non-Arabic speaking students to Arab geography. However, it did not meet Banks' Stage 1 theory. My understanding of Stage 1 is to deal with inadequacy—of feeling negativism—among 'minority' groups as a result of their treatment by 'majority' groups . . . How to explore this feeling and deal with it in order to move on to Stage 2."

Stage 1—Asian Americans: The lesson was designed for fourth graders that would be engaged in reading the book *Five Chinese Brothers* so that the class would be "exposed to ethnic bias, prejudice, and the perpetuation of misunderstanding of the Oriental culture." Salient features to be pointed out in the lesson would be: five grinning identical brothers, slanted eyes, little slope noses, an "ah-so" expression—facial expression giving the impression of little intelligence, identical hairstyles and hats giving the appearance of a pointed head, and all of the people in the story except three looking exactly alike. Students of Asian descent would be involved in a discussion pinpointing the myths and then they would be exposed to books providing a positive role model.

Feedback "An introduction, motivational device, procedures, and evaluation are missing. There needs to be more care about intro-

ducing misconceptions about the Chinese. The book is wonderful [for the purpose] because it stereotypes the Chinese culture 'everyone looks the same'. . . [but there needs to be exposure to more books providing the negative model and [discussion of] the students families or friends experiences in dealing with these misconceptions while living in America. [They need] other books providing positive role models—missing here."

Stage 2—British Europeans: Ninth-grade honors students are engaged in reading the novel *Lord of the Flies* and role playing for the purpose of realizing the ethnocentricity of the British male-dominated society. Students were engaged in assuming one of four persona: a girl from the British lower class, a teenager (one of any of a mixed group) Britain, a member of Britain's prestigious Military Academy (Sandhurst), or a hippie (one of any of a mixed group) from the flower-child generation. They are then involved in discussions of life on the island from the perspectives of their attitudes, values, and actions if they had been stranded on the island in one of these roles. There is also an accompanying activity called "The Descent into Chaos," which involves boys playing rough and tough games with and against each other, including murder and arson to the jungle. The students conclude that girls would be less savage, the military more self-sufficient, the hippies more independent and less fearful, and mixed groups more caring because they formed "family social units."

Feedback "This novel works around subgroups within the same racial background. There is no interaction with other races. Nevertheless, the experience shows two important concepts: gender differences and the idea that the English mentality remains the same in a different environment—with all the prejudices and social divisions. This probably could happen with another ethnic group. The evaluation [could be] internal in the form of an essay giving the reason why [the student] would do things differently, by explaining with personal experiences, religious background, and, most importantly, ethnic background."

Stage 2—Hispanic Americans: Sixth-graders are engaged in a lesson about gangs for the purpose of helping them to cope with ethnic identities and hostile feelings toward Puerto Rican social groups in constructive ways. The students identified factors that cause Puerto Ricans to join gangs and then distinguish between negative and positive Puerto Rican role models. The goals were accomplished with the use of Venn Diagrams (to compare the differences and similarities between gangs and social groups), a Causative Factors Wheel (to show the various slices of life that motivate gang membership), and a poem by an ex-gang member from "Street in America's Gangs." For a warm-up, the students list basic human needs and classify them in levels: physiological, security, social, self-esteem, and self-actualization. They then defined the word gang, compared their definitions with those of resources in print, and identified the names of Puerto Rican gangs. After developing the Venn Diagram and Causative Factor Wheel, students also identified positive Puerto Rican social clubs and agencies in their community.

Feedback "Not all Puerto Ricans are gang members. Feelings should be discussed. It is not clear how this lesson supports the theory of

Ethnic Encapsulation [Stage 2]. There should be questions and lead-ins to ask students how they feel about gangs. (Yes, I would consider using the referenced materials for similar purposes—with my own modifications.)"

"Yes, the materials and process address needs of the target ethnic group as stated in Banks' concept and goals for Stage 2."

"This lesson would be good as a resource if Arab students were found to be part of gangs."

Stage 2—Arabic Americans: Arabic- and English-speaking sixth-graders are engaged in understanding Middle Eastern people and beliefs. Illustrations of Arab building mosaics, mosques, clothing, and writing were used with text from "The World Today." Students were asked to describe the mosaic, told the Middle East is called a "mosaic of peoples, religions, cultures, and nationalities," and asked to write an interpretation. Groups read and discussed their work. Arabic students discussed their nationality, language and religion. The teacher noted similarities and differences. They identified the prevalent language, right to left use of alphabet, and wrote students' names in Arabic. Arabs' Muslim and Christian faiths were related to effects on traditions, cultures, and Middle Eastern laws. Students were asked why it is difficult to define Arab. "Is it based on nationality, language, or religion?" Overlap of these factors and countries involved are illustrated by creating a web. Evaluation was based on students' identification of similarities and differences. Students of other ethnic groups are asked to find a brief article on any Arabic culture or tradition and Arabic students are asked to wear traditional clothing and bring in a traditional dish as a follow-up.

Feedback "This is a sharing lesson where Arabic students share their culture with other students. The lesson did not help the Arabic students to cope with feelings of hostility. The lesson seems to be packaged for social studies and is not necessarily based on Bank's theory or the [curriculum] goal and objectives. It is a good lesson for non-Arabic speaking students."

"The objective does not focus on the purpose of Stage 2. We have focus on ethnic identities and hostile feelings and how to cope with them in constructive ways. It does not show how to cope with feelings toward outside groups.

Researcher's Commentary

At this point in the project, where teachers had completed the development of lesson plans for Stages 1–3, I determined that there was, indeed, a great challenge experienced in the preparation of these products. This is also substantiated in the aforementioned focus group input provided by Ms. Atobi, Ms. Irales, and Ms. Elou. (See teacher comments in Question One, Methods: Task Two.) In my interactions with the teachers through several phone conversations and review of their lessons and feedback sheets, I observed some interesting phenomenon.

Ms. Atobi, who taught the pre-school Head Start group of children from a variety of ethnic backgrounds, experienced the difficulty of working out lessons for Stages 1–3 within the theme of Native Americans (American Indians), the prescribed multicultural curriculum focus for her school at this time, although there were no children of Native American heritage

in her class. It was also difficult to see the connection between the lesson activities on names being special and making masks to match the children's skin tones and concepts of Native American culture. No Indian names were presented in the lesson and there was no discussion about Native American skin tones. However, what was most difficult for Ms. Atobi was, as she shared with me, that she did not believe that the children were old enough to be exposed to lesson content that would address the curriculum goals related to Stages 1–3. I would call Ms. Atobi "The Protector."

The phenomenon of teaching about several cultures and issues of ethnicity other than those represented by the students in the classroom was witnessed at even greater intensity among the three high school teachers who, at this point in the project, had submitted several lesson plans that addressed ethnic groups in other parts of the world like Latin America, the United Kingdom, and South Africa. These teachers also indicated that they were finding it necessary to adhere to the curriculum guidelines for multicultural units that were mandated by their school system's Regents syllabus, because the students would be tested on this knowledge. One of the teachers wrote to me: "The instructions for Stage 3 guidelines explicitly state that the same ethnic group used previously is to be used for this lesson. This presents a major problem. The course which I am creating these lessons for . . . is required to follow the State Global I curriculum . . . built upon [seven] cultural regions, in [a particular] sequence." Another teacher at this high school shared with me what she interpreted to be an important aim of the multicultural instruction for the students—that they learn about these various peoples so that they could develop a sense of "tolerance" for others. When I asked this teacher what ethnic groups were represented in the class for which she would use the lessons, she hesitated for a while and then responded that they were primarily Italian American. (For the Stage 3 lesson, she then contributed a lesson in which students would compare Christmas in Italy to Christmas in the United States. Interestingly enough, the target group identified for the lesson plan was "9th grade, at-risk students.") I would call this teacher "The Tolerant."

With Ms. Elou, another phenomenon that became evident was the difficulty of addressing the curriculum goals although the ethnic group addressed in the lesson plans was, indeed, matched to an ethnic group represented in her class—Arabic-speaking peoples of the Middle East. It appeared that, even in the lessons for Stages 1 and 2, the content was mainly designed to share geographical and historical knowledge about the ethnic group and to instill pride. In essence, her lessons would be excellent for some aspects of ethnic identity clarification—Stage 3. I would call Ms. Elou "The Proud."

Ms. Irales, who taught fifth- and sixth-grade Puerto Rican students in a bilingual program, contributed lesson plans for Stages 1–3 that did address the goals of each stage and were specifically targeted to the ethnic group represented by the students in her class. It should be noted that, as one of the teachers who was involved in Phase One of the project, Ms. Irales did not limit her focus of lessons guided by Banks' typology to issues exclusively rele-

vant to Puerto Rican culture and heritage. She had previously exposed her students to lessons about African and African American peoples as well, while incorporating Banks' curriculum goals in Phase One (the first year of the project Tomlinson, 1995, 1996a), and she was diligent about engaging her students in looking at the negatives as well as positives of their people and in getting her students to see issues from different points of view. Ms. Irales also provided extensive input to other teachers on the feedback sheets that she returned to them. She was complimentary when she thought that a lesson was good whether it was on her grade level or not, straightforward and definitive about why some lessons did not seem to address the prescribed curriculum goals and why she would not use them, insightful about suggestions for improvement, and insightful about ways in which she could adapt lessons for use with her students. I would call Ms. Irales "The Courageous."

Still yet another interesting observation was the reluctance of some participants teaching the higher grade levels to provide feedback on the lessons contributed by other participants who taught lower grade levels. Those who hesitated to provide feedback for this reason explained that they felt that they could not comment on the content of lessons for grade levels that they were not trained to teach. One teacher wrote: "[Our state] licensing and education courses delineates between grades K-6 and 7-12. All of my education courses and experience is in secondary education." However, what was interesting is that the teachers of the lower grade levels did not hesitate to provide feedback about the lessons contributed by teachers from the higher grades.

Although this observation did not create any shift in my original research questions, it did prompt me to change the wording of the feedback checklist sheets in order to refocus each teacher participant's approach to this aspect of the project. I decided to ask the teachers to indulge in a hypothetical situation. As an introduction to the feedback questions, I added the following request in parentheses:

> Please try to respond to the feedback questions as if one of your very own children belonged to the target group and was in this grade rather than in the grade range that you teach. What might your insights and concerns be about the cultural aspects of the lesson (provided that you have the description of Banks' stages and goals) even if you would not be a parent familiar with the pedagogy relevant to this grade level?

At this point in the project, it also seemed appropriate to take the other observed phenomenon into account in order to determine whether any other changes in design or methods would be needed. In reality, members of all ethnic groups have experienced each of the difficulties discussed above, feeling that young children are too young to discuss certain cultural issues, finding it unnecessary to address the issues of one's ethnic heritage and so avoiding the process, or, finding it unnecessary to address the cultural issues of one's ethnic group that are negative or that reflect shortcomings. I accounted for the possibility that perhaps the participating teachers did not perceive the nature of their lesson designs as reflections of difficulties. However, I also

accounted for the fact that the resulting oversights and circumnavigation in the content of lesson designs here were driven by the kinds of influences and ways of thinking that contribute to the types of multicultural units that are frequently found lacking in content that helps learners to address real-life issues of ethnic identity.

I decided that there was still room for growth in the development of lessons for Stages 1–3 and asked the participating teachers that, instead of proceeding to create lessons for Stages 4–6, they revisit the first three stages with new ideas. Teachers who continued to participate to the completion of Phase Two created new lessons for each of the Stages 1–3 and provided each other with feedback as they had done previously. The excerpts of lesson descriptions and feedback that follow here provide an example of a lesson for each stage contributed by the three teachers, Ms. Atobi, Ms. Elou, and Ms. Irales. For additional lessons from this second round of development, see Instructional Resource Report No. 35 (Tomlinson, 1996b).

Stage 1—African Americans/European Americans: The lesson involved Head Start pre-schoolers in the comparison of two Cabbage Patch dolls that were similar in every aspect, except skin color. The children, a heterogeneous grouping of African American, European American, Hispanic American and Vietnamese American children are asked to tell which doll they would play with and then asked to identify their similarities and differences. Children are then selected from each ethnic group in the class to come up and compare physical features such as hair texture, eye color, and facial features. The teacher emphasizes the idea that such differences do not make one person better than another and then asks which doll is the better doll. Stories are read aloud that relate to diversity and, in the following days children are engaged in activities that address anger and the ways that such feelings can be dealt with constructively by discussion, role playing, and read alouds. (For additional details of this lesson see Instructional Resource Report No. 35 Tomlinson, 1996b).

Feedback "A beautiful way to introduce the subject of racial differences . . . after working on external features [we could] use other plans about [other] feelings and physical similarities between races. [Perhaps] physical similarities in a science oriented book showing that everybody has a similar heart, stomach, teeth, blood, and brain tissue."

"This lesson provides good activities for the students about identity and gives them positive self-esteem. Yes, I would consider using the referenced material for similar purposes—I will change the black doll to a doll that looks like my [students'] ethnic group."

Stage 2—Arabic Americans: Sixth-grade Arabic American and other students are engaged in understanding how oil has affected the Middle East by using maps, text, pictures of oil refineries, and discussion. Students were asked to identify how oil and oil products are used and why other countries buy oil. Nonreusable resources are compared to crops and livestock. Students viewed a coded map of the Middle East and answered whether the region would be rich or poor in resources if there were no oil. They then discussed the concepts "traditional" and "modern" in two

groups—each including Muslim boys and girls. Finally, the groups debated—one group presenting advantages of modernization, the other advantages of preserving traditions. For closure, students read and discussed the opinions of Middle Eastern Muslims and others. Students' essays on different groups reactions to oil and change were evaluated. For follow-up students would imagine they are Middle Easterners living near oil wells and write a diary entry of their feelings about changes that would occur in their way of living.

Feedback (There are no comments or suggestions for improvement on feedback sheets for this lesson.)

Stage 3—Hispanic Americans: Sixth-graders are engaged in comparing Three Kings Day and Christmas in Puerto Rico to Christmas celebrations in the U.S. to consider how holidays are celebrated differently and to understand concepts of dilemma, customs, beliefs, values, principles, assimilation, tolerance, integration, and Christmas spirit. Students who have celebrated Christmas in Puerto Rico and the U.S. were asked to tell about both—how they experienced the Christmas spirit and what it means to them, families, and friends. They took notes, read selections on Christmas in Puerto Rico and The Three Kings, compared to festivity in the U.S. by creating Venn Diagrams, and then brainstormed to clarify concepts mentioned above. Next, they discussed the dilemma of Santa versus the Three Kings and why they might celebrate one or both, as Puerto Rican American citizens, and whether they assimilate into the North American custom or integrate the Puerto Rican custom. The latter is emphasized for integrity without feeling guilt or betrayal and gaining growth. Writing projects are evaluated.

Feedback "The plan covers all of the elements of a lesson adequately, and [I] would consider using the referenced material for similar purposes with my own modifications. Students would react with the same misconceptions and hopefully move towards greater understanding—good lesson."

"Arab students are 90% Muslims. This lesson will not represent their beliefs. Their biggest holiday is Ramadan. I'll make a similar lesson that reflects their beliefs."

Researcher's Commentary

In this second round of the lesson bank exchange for plans guided by curriculum goals for Stages 1-3, there are notable differences and improvements in the ways that the teachers approached the task. The teachers each focus on an ethnic group represented by students in their class, the issues that characterize ways of thinking for the stage addressed, and the curriculum goals suggested by Banks' for the stage addressed, simultaneously. As a result of this focus, the teachers make some interesting discoveries themselves, engage the students in taking closer and more realistic looks at members of their own ethnic group, and engage students in developing perspectives that are helpful in resolving some of the conflicts that can be experienced in ethnic identity development.

Ms. Atobi had now focused on issues that would be particularly relevant to ethnic groups represented by her students. This became a watershed experience for her as she shared

with me her realization that such very young children had already developed biases and low self-concepts based on race, ethnicity, and physical differences. Her discovery motivated her to continue to address these issues within the parameters of Banks' curriculum goals.

Ms. Elou now contributed a plan that would direct the students' attention to the issues of conflicting values and lifestyles among people of the same ethnic group as many of her students. She presented concepts that engaged her students in examining issues that cause separatist sentiments or notions that one subgroup poses a threat to the other within the same ethnicity. Her focus inspires objectivity.

Ms. Irales now sharpened her skills while demonstrating ways in which students can be engaged in exploring their ethnic identity by comparing and contrasting the heritage of their national origin to the newly acquired customs of a second homeland while entertaining the possibility of rejecting neither. Her focus inspires a sense of empowerment.

In many instances, the students' responses to the lessons or the products that they generated as a result of participation in the contributed lessons is evidence of the positive impact that they experienced. There are also instances in which students' responses to the lessons that they were involved in appeared to be counterproductive or negative, on the surface, but are also indicators of the real need for addressing the kinds of issues that are subsumed in the definitions of each of Banks' stages. The following discussion highlights some examples of student responses.

Phase Two

Question Three: Students' Responses to Related Instruction

The research question that drives data collection on student perceptions of instructional interaction guided Banks' typology of ethnic identity development is as follows: When teachers design and implement instruction based on the curriculum implications of Banks' typology of stages of ethnic identity development, how do students respond?

Participants. Throughout the duration of the lesson bank exchange, three participating teachers and their classes were involved in all aspects. However, there were three other teachers who did not participate for the entirety of the project but who provided some input regarding how their students responded to instruction related to issues identified in Banks' typology. The students in these teachers' classes were pre-school Head Start children of a variety of ethnic backgrounds including African Americans, European Americans, Asian Americans, and Hispanic Americans; fifth- and sixth-grade middle-schoolers of Puerto Rican American background; sixth-grade middle-schoolers of Arabic American background; and, ninth-graders of European American background.

Measurement. The documentation of students' responses to involvement in instructional activities that were designed and implemented for the project was obtained from teacher notations included in the evaluations section of the lesson plans that they submitted and from samples of student work or comments that

were sometimes included within the description of the lesson.

Results. In the pre-school class, during the doll lesson, feelings of negative self-esteem were made evident when the teacher reported in the lesson description that the children (black males) express the desire to be considered similar to the white doll, when the little girl with braids says that the black doll is bad, and when she says she doesn't like her own braids. After additional teacher-student interaction and follow-up instruction, some resolve is demonstrated when the little girl returns on another day and announces that she likes her own braids.

In the same pre-school class the teacher reported that, when discussing anger, children verbalized things that other people do or say to them that make them angry. They also discussed some of their passive and aggressive reactions in these situations. With teacher coaching on constructive ways to address their anger, the children did participate in role playing where they were able to verbalize some of the positive things that they can do to be assertive and constructive about expressing their anger to those who make them angry.

In the gang lesson with fifth- and sixth-grade Puerto Rican students, the teacher's lesson description indicates that they identified several Puerto Rican civic clubs or agencies in their city. They also developed several acronyms using the word GANG that give advice on resisting involvement in these organizations. Some of the acronyms were designed in the pattern of rap lyrics.

In another lesson where the same Hispanic students compared Puerto Ricans of the original homeland to Americanized Puerto Ricans, the teacher provided an example of how students developed an acronym using the words PUERTO RICO that presented the positive attributes of the island and its peoples.

In the ninth-grade class of European American students who explored *Lord of the Flies* and related activities, the teacher reported that the students became "more aware of the importance of ethnicity and the role it plays in the formation of one's beliefs and actions. The students were totally involved, thinking critically and sharing ideas."
(See Instructional Resource No. 35 [Tomlinson, 1996b] for additional detail on these and other lessons and student responses.)

Conclusions

- An overwhelming majority of educators, administrators, counselors, student teachers, and other educational professionals who were surveyed about their familiarity with Banks' typology of ethnic identity development and related curriculum goals were unfamiliar.
- Of those survey participants who were familiar with Banks' typology and curriculum goals, the majority indicated that they did perceive the typology of stages of ethnic identity development as having the potential for enhancing ethnic identity development and multicultural competency.
- More than one-third of survey participants predicted that most of the students that they work with would be rated as Stage 3 thinkers, slightly less than one-third indicated that a majority of their students would rate

as Stage 2 thinkers, and one-third of respondents predicted that most of their students would rate as Stage 1 thinkers with fewer responses indicating their students as primarily Stage 4, 5, and 6 thinkers, respectively.

- Almost one-half of survey participants were familiar with the curriculum goals related to Banks' typology of stages and these individuals perceived a strong potential for the link between the theory and instructional practice, because an overwhelming majority believed that implementation of these goals would enhance ethnic identity development and multicultural competence.
- Survey responses present contradictory perceptions of the stages for which the most and least materials are available in primary school curriculum.
- After exposure to the theory of Banks' typology and curriculum goals and experience in developing and implementing lesson plans guided by the typology, teachers participating in the lesson bank exchange of the study indicated that they did perceive the typology as having the potential for enhancing ethnic identity development and multicultural competence when applied to reading, language arts instruction, social studies, and other subject areas.
- Teachers from varied ethnic backgrounds who participated in the lesson bank exchange project found Stages 1 and 2 to be the most challenging stages to approach in terms of lesson design and implementation with a variety of students across age and ethnic backgrounds.
- In most instances, teachers who participated in the lesson bank exchange project indicated that there were ways in which they could adapt the lessons contributed by the other teachers even if the lessons were designed for a target ethnic group or grade level other than the ethnic groups or grade level represented by the students that they taught.
- Teachers participating in the lesson bank exchange project had initial difficulty in designing and implementing lesson plans for Stages 1 and 2 that would simultaneously target an ethnic group represented in their class and target the issues suggested in the curriculum goals for these stages.
- Teachers participating in the lesson bank exchange project made notable changes and improvements in their approach to incorporating the issues and goals related to Banks' stages of ethnic identity development and curriculum goals as they progressed in their experiences with design, implementation, and feedback from fellow participants and the researcher.
- The materials that teachers used for products of the lesson bank exchange included a variety of literature in the form of stories, poems, and lyrics for songs; visual aids such as pictures, maps, charts, and diagrams; craft items; a camera and film; and, costumes. Much of these materials were in some way relevant to the ethnic backgrounds of the students or they were used to capture or depict characteristics of the various ethnicities represented by the students. Teachers used the materials and approaches to incorporate specific elements

of the students' background such as names, holidays, customs, values, attitudes, dilemmas, tensions, hostilities, and challenges that are identifiable.

- The nature of student responses to the lessons that teachers developed and implemented indicated that the application of Banks' theory could be used to design and implement instruction to assist students in working through issues of their own ethnic identity development in realistic, positive, constructive, objective, and empowering ways.

Discussion

The utility and generalizability of Banks' typology and its potential for application to practice is supported by a substantial proportion of individuals who indicated that they did consider the stage theory to be realistic in capturing the spectrum of views that individuals hold about their own and other ethnicities. A large majority of respondents also felt that implementation of the curriculum goals would enhance ethnic identity development and multicultural competency for students. Another voice of respondents is one which indicates that training based on the concepts explored here should be more widely implemented and that information on Banks' concepts should be more widely disseminated through publications that are broader in scope.

These perceptions indicate the viability of this theoretical framework as a model for guiding professional practice in teaching, counseling, and administering the development of curriculum and instruction, particularly for multicultural contexts. Although there have, indeed, been numerous workshops and presentations devoted to multicultural issues that have included or featured Banks' theoretical contributions, there is still much work needed in addressing ways in which the theory and related goals can be put into practice concretely. A more purposeful and precise examination of the stage theory and curriculum goals could provide needed direction for the development of curriculum guidelines that would also enhance the professional development of individuals who will be responsible for delivering instruction that is multicultural in context.

The data indicates that staff development was the least often cited source of knowledge for familiarity with Banks' typology, although multicultural issues seem to be popular topics on the agenda for school personnel training. Responses reveal a need for a greater effort to incorporate Banks' theory and curriculum goals into staff training and development on multiculturalism and diversity. Where many more respondents cite their own reading, coursework, or conferences more frequently as sources of this knowledge it is clear that a substantial number of education professionals who might benefit from exposure to the theory and curriculum goals are left to do so at random, rather than in the more concentrated and targeted kind of opportunity that is available from those who are responsible for programming personnel training.

Interestingly, individual predictions of the stage of thinking that would be characteristic of most of the respondents' students or clients is supportive of the findings in Phase One of this study (Tomlinson, 1995). A substantial propor-

tion of respondents indicated that they believed that most of the students (or clients) that they work with would be rated as Stage 3 thinkers while many other respondents perceived their students as primarily Stage 1 or 2 thinkers. Students who participated in Phase One of this study did show this pattern of stage ratings (Tomlinson, 1995). This finding further substantiates the need for a closer look at Banks' theory and curriculum goals for Stages 1, 2, and 3 in terms of addressing the related issues in the training of teachers and other professionals who will select curriculum materials and facilitate instruction or other developmental experiences.

The enhancement of ethnic identity development and multicultural competence for teachers as well as their students does require that instruction that is multicultural in content be appropriately multicultural in process. Perhaps, where students are considered to be primarily Stage 3 thinkers, it is likely that they have only been exposed to processes that address multicultural content in the superficial celebratory and additive ways rather than the deeper analytical approaches. Teachers need to be equipped to engage students in an analytical exploration of content that addresses the issues of Stages 1, 2, and 3 thinking for matters related to the ethnic groups represented by their students before immersing them in the exploration of numerous other cultures. Additional data collected in this study does indicate that there is an ongoing propensity toward multicultural curriculum that reaches out to numerous ethnic groups other than those represented by the students receiving the instruction, while aiming at goals and objectives characterized by Stages 4, 5, and 6 rather than first embracing the students' ethnic heritage and the issues that are a part of their legacy through goals and objectives characterized by Stages 1, 2, and 3. This phenomenon was observed at the early grade levels as well as the more advanced grade levels. The need for more focused teacher training and greater efforts to eliminate the often lopsided approach taken toward multicultural education is illuminated by Gay (1994) who states:

> The absence of shared living experiences and points of reference is a serious obstacle to successful teaching and learning. Complicating the situation further is the fact that teacher preparation programs still do not provide enough training in multicultural education and ethnic diversity to build strong cultural bridges between students and teachers. Thus, too many teachers arrive in classrooms with negative, biased, or confused attitudes about cultural diversity, and they have expectations of low performance for some groups and high anxiety and low confidence levels about teaching multicultural education. These factors generate instructional behaviors that have long-range effects on how African-American, Native-American, Latino, Asian-American, and European Americans perceive themselves, their personal worth, and their academic competence—that is their individual self-concepts, ethnic and cultural identities, and school achievement (p.75).

The data collected from the lesson bank exchange project in this study indicates that the hands-on exposure that participating teachers experienced did facilitate their familiarity with Banks' typology in terms of its potential link to practice and its potential for enhancing ethnic identity development. Teachers were able to

take their time examining the definition and curriculum goals of one stage per month while conceptualizing a related lesson and, in some cases, implementing the lesson with their students. The feedback on lesson plan design from other participating teachers and the responses provided by students during instructional interaction allowed teachers to try the theory on for size. The hands-on collaboration assisted teachers in gaining familiarity with and assessing the applicability of the theory.

Teacher input that voiced the opinion that Stages 1 and 2 are the most challenging to approach in lesson design and implementation does, to some extent, support the contention that existing multicultural curriculum does not address issues of Stages 1 and 2 as often as it should, although these issues are, in reality, more complex and often more sensitive. As teachers progressed through design, implementation, exchange, and feedback from fellow participants, their comments indicated that they could more easily engage in applying the stage theory and curriculum goals than they thought they could initially.

After working through the lesson bank exchange for Stages 1, 2, and 3 and then deciding to revisit lesson plan design for these same stages, teachers became much more adept at creating lessons that did focus on addressing the ethnicities represented by the students while also addressing the negative as well as positive aspects of the target ethnic group. They also indicated that they could adapt lesson plans addressing other ethnic groups and grade levels to suit the particular needs and characteristics of their students.

Student responses to lessons implemented in the project illustrate some of the initiatives that can take students to the most desirable level of multicultural instruction which is social action where students have resolved issues of identity to the extent that they can be motivated to address issues related to their identity and those of other ethnicities through literacy activities. While teachers used stories, poems, and song lyrics, as well as other visual aids, students responded in teacher-directed activities by authoring products of literacy such as acronyms, raps, and essays while being engaged in reading what others had written about issues of ethnicity. In many of the lessons implemented from the lesson bank exchange, students were involved in reading engagement related to social issues or social action such as identifying stereotypes of ethnic groups and ways of dispelling the myths, understanding ethnocentricity, and how inherent values might influence actions in a time of crisis, identification of negative and positive role models and influences within an ethnic group and identification of resources for positive interaction in the local community, recognition of discrimination based on physical features and identification of constructive ways to address related anger and negative self-esteem, as well as recognizing the dilemma of bi-cultural conflicts and decisions about discarding the old, embracing the new, or integrating customs and traditions.

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